

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



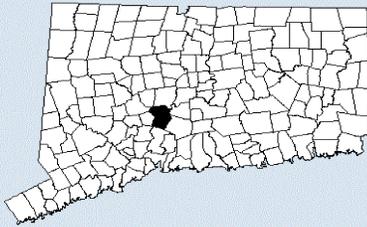
Cheshire School District

Dr. Greg Florio, Superintendent • 203-250-2400 • www.cheshire.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools	10
Enrollment	4,620
Per Pupil Expenditures ¹	\$13,670
Total Expenditures ¹	\$63,922,862

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [District and School Performance Reports](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.
In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).
State totals are not displayed as they are not comparable to district totals.
Special Education tables reflect only students for whom the district is fiscally responsible.
* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.
N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,259	48.9	48.3
Male	2,361	51.1	51.6
American Indian	11	0.2	0.2
Asian	434	9.4	4.6
Black or African American	128	2.8	12.9
Hispanic or Latino	180	3.9	21.2
Pacific Islander	0	0.0	0.0
White	3,843	83.2	58.4
Two or More Races	24	0.5	2.3
English Language Learners	30	0.6	5.7
Eligible for Free or Reduced-Price Meals	330	7.1	37.3
Students with Disabilities ¹	485	10.5	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	103	4.6	32	1.4
Male	132	5.7	89	3.7
Black or African American	*	*	8	6.2
Hispanic or Latino	15	8.4	10	5.2
White	203	5.3	96	2.4
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	49	15.1	31	8.6
Students with Disabilities	65	13.3	42	7.4
District	235	5.1	121	2.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 94

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	279.9
Paraprofessional Instructional Assistants	42.1
Special Education	
Teachers and Instructors	46.4
Paraprofessional Instructional Assistants	95.1
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	18.7
Library/Media	
Specialists (Certified)	5.8
Support Staff	11.0
Instructional Specialists Who Support Teachers	15.4
Counselors, Social Workers and School Psychologists	22.1
School Nurses	8.1
Other Staff Providing Non-Instructional Services/Support	197.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	3	0.7	1.0
Black or African American	2	0.5	3.5
Hispanic	7	1.7	3.6
Native American	0	0	0.1
White	390	97.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	76	21.8	101	29.1
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	95	23.8	126	31.3
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	34	57.6
Emotional Disturbance	16	43.2
Intellectual Disability	7	28.0
Learning Disability	85	67.5
Other Health Impairment	82	71.3
Other Disabilities	8	32.0
Speech/Language Impairment	56	88.9
District	288	64.0
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	61	1.3	1.4
Emotional Disturbance	37	0.8	1.0
Intellectual Disability	26	0.6	0.4
Learning Disability	127	2.8	4.2
Other Health Impairment	115	2.5	2.5
Other Disabilities	31	0.7	1.0
Speech/Language Impairment	70	1.5	1.9
All Disabilities	467	10.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	36,820,704	7,915	8,769
Instructional Supplies and Equipment	1,105,899	238	275
Improvement of Instruction and Educational Media Services	2,525,279	543	487
Student Support Services	3,965,440	852	965
Administration and Support Services	6,132,097	1,318	1,600
Plant Operation and Maintenance	6,192,191	1,331	1,472
Transportation	3,956,037	811	786
Costs of Students Tuitioned Out	2,251,887	N/A	N/A
Other	973,328	209	178
Total	63,922,862	13,670	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	2,674,067	575	1,434

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,398,439	42.4	35.6
Noncertified Personnel	2,878,740	19.1	14.5
Purchased Services	769,813	5.1	5.0
Tuition to Other Schools	2,151,991	14.3	21.4
Special Ed. Transportation	810,863	5.4	8.5
Other Expenditures	2,068,148	13.7	14.9
Total Expenditures	15,077,994	100.0	100.0
PK-12 Expenditures Used for Special Education		23.6	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.4	80.7
State	17.0	16.6
Federal	2.1	2.2
Tuition & Other	0.5	0.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	81.1	83.1	87.2	75.9	.	.	.	.
Hispanic or Latino	80.3	82.8	83.1	79.3	.	.	.	.
English Language Learners	.	.	.	73.2	.	.	.	.
Eligible for Free or Reduced-Price Meals	76.8	77.2	80.5	76.1	.	.	.	.
Students with Disabilities	64.8	67.2	67.6	63.8	.	.	.	.
High Needs	70.0	71.2	74.5	70.9	.	.	.	.
District	91.3	90.9	92.3	90.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	69.6	.	61.5	68.9	.	.	.	.
Students with Disabilities	51.5	63.1	59.7	54.1	.	.	.	.
High Needs	60.3	69.6	64.9	59.6	.	.	.	.
District	87.5	88.5	87.9	88.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	72.4	69.8	74.0	88.5	1,416	76.3
Curl Up	88.7	87.3	96.7	95.6	1,416	92.0
Push Up	72.1	77.2	88.6	92.3	1,416	82.4
Mile Run/PACER	85.3	84.9	82.3	79.1	1,416	82.9
All Tests - District	53.2	51.8	62.6	74.2	1,416	60.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	35	85.7	.		.
Students with Disabilities	58	74.1	74.6	No	76.5
District	384	94.3	94.0	Yes	94.0
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.8	246	62.4
Male	83.0	215	52.8
Black or African American	*	*	*
Hispanic or Latino	66.7	*	*
White	86.5	398	57.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	72.5	*	*
Students with Disabilities	32.5	*	*
District	86.4	461	57.6
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.8	95.8
Male	75.5	94.6
Black or African American	*	*
Hispanic or Latino	*	*
White	83.9	95.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	54.5	84.8
Students with Disabilities	56.6	96.0
District	83.2	95.2
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Cheshire School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Cheshire Public Schools Strategic Planning Initiative for 2013-2014 focused on the implementation of our strategic goals within five categories: curriculum, instruction, student work, assessment, and technology. Our Strategic Planning Council is comprised of teachers, parents, administrators and community members. The Council met regularly during the school year to monitor plan implementation and make adjustments as needed. Parents play an integral role in setting strategic goals and providing input in the decision-making process. Our initiatives include: identifying the essential content within the Common Core State Standards and align curriculum accordingly; designing lessons that develop the student behaviors outlined within the Cheshire Performance Standards; integrating more web-based experiences and assignments that provide authentic problems, real world scenarios, and increasing levels of challenge that align with the essential ideas of each curricular area; increasing the use of teaching strategies that engage learners and enhance motivation (e.g. flexible grouping, co-teaching, choice, and active learning); expanding and refining the use of effective differentiated instruction for diverse learners; using effective intervention strategies to increase the percentage of students working at or above grade level, with a special emphasis on primary grade reading; engaging students in rigorous learning tasks that embody the Cheshire Performance Standards; creating and implementing individual student plans that begin in the intermediate grades to foster postsecondary and college guidance and support the capstone experience; enhancing student exposure, respect, and appreciation for cultural diversity in order to prepare students for global citizenship; using the Cheshire Curriculum Council review process to analyze and evaluate the extent to which curriculum revisions align with the Common Core State Standards and the Cheshire Performance Standards; revising and implementing a teacher evaluation system that aligns with the Connecticut Common Core of Teaching and focuses on the use of research-based instructional strategies, evidence of learning progress, coaching, feedback, observations, and collaboration; analyzing student assessment data and make instructional decisions that address individual student needs; developing a plan and monitor the instructional impact of personal computing devices in the elementary, middle, and high school classroom; increasing the use of nonfiction reading and writing materials and content-based web resources to enhance student understanding and application of essential concepts, academic vocabulary, and related world events and issues; and improving communication between families, students, and faculty using current emerging technology. The District Improvement Plan is based on our Strategic Goals with emphasis on important 21st century skills as outlined in the Cheshire Public Schools' performance standard expectations to help our students acquire the skills needed to be successful in a dynamic and ever-changing world. The seven performance standards to support outstanding students, citizens, and life-long learners are: effective communicator-producer; knowledgeable person; self-directed learner; collaborative-cooperative worker; community contributor; complex thinker; & skilled information processor.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Cheshire Public Schools' efforts to reduce racial, ethnic, and economic isolation emphasized providing our students with various learning experiences to support an appreciation and understanding of differences. At Cheshire High School during Global Awareness Week, each world language class met in the Commons to share ethnic food and experiences. Latin American dance lessons were taught by members of the Cheshire Community to create an interactive and engaging learning opportunity. Additionally, groups of students decorated classroom doors using the theme of holidays and festivals from around the world or created a poster that was displayed around the school. To culminate the weeklong celebration, Hip Hop Dimensions presented music and dances to an audience of high school students from Cheshire, Meriden, and Waterbury. The annual "Be One Day" was held at Cheshire High School to educate students and staff members about the diversity in our school community. A new event that took place in May focused on the development of leadership skills through participation in team building activities with students from other communities. The Leadership Conference took place at Cheshire High School with student leaders from Cheshire, Meriden and New Britain working together to foster leadership skills and friendships. Students from Dodd Middle School participated in a program called CAPTivating kids. Students traveled around Connecticut meeting with students from other communities to take part in learning activities aligned with the goals of the Connecticut Academic Performance Test. All elementary schools in Cheshire continued to provide learning experiences, in partnership with parent organizations. These programs were planned to support and enrich our efforts to help students learn about different cultures, customs, and traditions. Guest speakers, food festivals, focused assemblies, and cultural arts programs were among the activities that took place at the kindergarten and elementary level. The Cheshire Public Schools continued to participate in the Project Open Choice program offering twelve additional seats to students from the New Haven Public Schools.

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Equitable Allocation of Resources among District Schools

Cheshire Board of Education Policy states that each student in the school district shall be supplied with the appropriate level of material and resources to assure adequate opportunities to achieve academic success. Schools develop their resource needs based on the curricular programs and annual strategic initiatives in the school strategic plan. Those strategic initiatives are connected to the major objectives set forth by the Board of Education in its strategic plan. This process assures that there is continuity among individual school plans. The development of budgets for instructional resources to support teaching and learning is done so in a highly collaborative manner. Although supplies are allocated based on curriculum needs and enrollment and a per pupil average at each grade level, in some years a school may receive a greater amount of money based on specific needs and unique circumstances such as changes in enrollment levels. Students with special needs are evaluated on an individual basis and decisions to provide adequate support and purchase the appropriate materials, supplies and equipment to meet their individual education programs are made based on that information.